

**INSTRUCTOR CANDIDATE CRITIQUE FORM****Instructor Candidate Critique Form**

Name: \_\_\_\_\_ Course Dates: \_\_\_\_\_ CS#: \_\_\_\_\_ - \_\_\_\_\_

Course Site (Facility, City, State): \_\_\_\_\_

Lecture: \_\_\_\_\_ Related Skills Station: \_\_\_\_\_

Initial Assessment and Management Skills Station Patient: \_\_\_\_\_

Monitored by: \_\_\_\_\_

**Note:** All instructor candidates must be eligible to serve in this role and are evaluated according to these criteria by a National, Regional, or S/P Faculty member during their first teaching performance. Student Course Directors without S/P Faculty status are not eligible to monitor and evaluate any candidate's first teaching or directing performance. (See Section II, Chapter 2, Faculty.) Place a check in the "S" column if the instructor candidate successfully completes or performs the criterion. Place a check in the "IRM" column if the criterion is not performed satisfactorily and include rationale in the "Comments" column. The individual monitoring the candidate should review this critique with the candidate before sending it with other report forms to the S/P COT Chair and to the ACS ATLS Program Office.

INTERACTIVE LECTURE CRITERIA	S	IRM	COMMENTS
<p><b>Preparation:</b> The instructor candidate</p> <ol style="list-style-type: none"> <li>Identifies the topic and/or objectives</li> <li>Is familiar with and appropriately uses slides, key questions and/or scenarios, and personal experiences to lead the discussion and to teach the core content in an interactive manner</li> <li>Uses one or more of these types of questions:             <ol style="list-style-type: none"> <li>Convergent (closed)</li> <li>Divergent (open-ended)</li> <li>Application</li> <li>Evaluation</li> </ol> </li> <li>Summarizes/paraphrases/elaborates on responses to reinforce participation and core content</li> <li>Uses students' experiences for emphasis</li> <li>Responds appropriately to diverse opinion or conflict</li> <li>Manages time efficiently</li> <li>Maintains group's attention</li> <li>Involves quiet student(s)/controls talkative student(s)</li> <li>Reviews major points</li> <li>Reviews students' relevant concerns</li> <li>Closes session:             <ol style="list-style-type: none"> <li>Provides opportunity for questions</li> <li>Appropriately answers questions</li> <li>Appropriately summarizes lecture</li> <li>Demonstrates appropriate affect</li> </ol> </li> </ol>			

**APPENDIX B****INSTRUCTOR CANDIDATE CRITIQUE FORM**

INTERACTIVE SKILLS-TEACHING CRITERIA	S	IRM	COMMENTS
<p>The instructor candidate</p> <ol style="list-style-type: none"> <li>1. Reviews goals, objectives, key points from lecture, and scenarios related to skills</li> <li>2. Presents in concise, logical, sequential manner</li> <li>3. Correctly demonstrates skills as necessary</li> <li>4. Appropriately engages all students in focused discussion</li> <li>5. Allows students to practice hands-on skills</li> <li>6. Suggests ways/situations to apply skills</li> <li>7. Draws from personal/student experiences</li> <li>8. Emphasizes and summarizes important points</li> <li>9. Uses alternate explanations and defines appropriate terms</li> <li>10. Uses questions to elicit desired student responses</li> <li>11. Appropriately critiques students, providing remedial instruction as necessary</li> <li>12. Summarizes and closes session appropriately</li> </ol>			
INITIAL ASSESSMENT SKILLS TEACHING	S	IRM	COMMENTS
<p>The instructor candidate</p> <ol style="list-style-type: none"> <li>1. Describes purpose of and states steps for station</li> <li>2. Describes roles of student, critiquer, faculty member, patient model, and nurse assistant</li> <li>3. Demonstrates familiarity with scenario and ability to integrate variables into scenario based on student's ability to perform skills</li> <li>4. Demonstrates ability to evaluate student's performance by conducting a feedback session using appropriate critiquing techniques and questioning skills</li> <li>5. Demonstrates ability to effectively manage a variety of student behaviors</li> </ol>			
ATTITUDE AND ROLE CRITERIA	S	IRM	COMMENTS
<p>The instructor candidate</p> <ol style="list-style-type: none"> <li>1. Attended all faculty meetings</li> <li>2. Attended colleagues' lectures and/or assisted colleagues in teaching</li> <li>3. Enhanced quality of course</li> <li>4. Assisted with remedial sessions</li> <li>5. Demonstrated support for program content and philosophies</li> </ol>			

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## **INSTRUCTOR CANDIDATE CRITIQUE FORM**

**Overall Performance:** Based on the candidate's performance and your experience as an instructor, please rate this candidate's performance.

- Excellent, recommend elevation to instructor status
- Successful, recommend elevation to instructor status
- Defer elevation, needs to perform again (provide explanation)
- Does not qualify for instructor status (provide explanation)

**Comments/Explanation:**

Signature:

(National, Regional, or S/P Faculty who is a qualified instructor)